



2109 S Stoughton Rd ♥ Madison WI 53716 ♥ 1-800-362-7353 or 608-224-5388
 Fax: 608-224-6178 ♥ Email: ccic@dpi.wi.gov ♥ Internet: www.ccic.wi.gov

Videos for Wisconsin Child Care Providers to Borrow:

DIVERSITY

Go to www.ccic.wi.gov and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

ANTI-BIAS CURRICULUM. Louise Derman-Sparks, executive producer. Pasadena, CA: Louise Derman-Sparks, Pacific Oaks College, 1988. DVD, 30 min. + discussion guide.

Teachers in four classrooms of 2- to 5-year-olds show you a new approach for integrating education about diversity into activities you already do with children, to help them learn positive attitudes and to challenge bias. Contrasts color-denial, multicultural, non-bias, and anti-bias approaches. Discussion guide suggests topics for further thought and action.

DIVERSITY. Co-produced and written by Janet Gonzalez-Mena. Barrington, IL: Magna Systems, Inc. 5 **VHS**, approx. 30 min. videocassettes + workbook.

The goal of this series is not to tell us the one right way to care for children, but to open our minds and promote discussion by exposing us to diverse perspectives on eating, sleeping, toileting, messy play, discipline, and privacy for children birth to six. A culturally diverse group of early childhood professionals watches and reacts to scenes taped in child care centers and homes with widely varying philosophies and practices. They struggle to find ways to express their own differing points of view, to improve parent-staff relations, and to integrate culturally responsive caregiving with developmentally appropriate practices.

Tape 1. DIVERSITY, INDEPENDENCE, AND INDIVIDUALITY. 1996. 30 min.

Shows how strongly held beliefs and values regarding individuality and independence lead caregivers to define good practice in very different ways. Examples are chosen to promote discussion rather than give answers.

Tape 2. DIVERSITY: CONTRASTING PERSPECTIVES. 1996. 29 min.

Goes more deeply into the differences between those who primarily value independence and those who primarily value interdependence. Seeing how these differences play out in delicate day-to-day caregiving situations, we are encouraged to understand diverse practices without labeling practices or people right or wrong.

Tape 3. DIVERSITY AND COMMUNICATION. 1996. 33 min.

Role-playing sessions show parent-staff disagreements over toilet training and dirty clothes. We see communication blocks and escalating arguments, threats and power plays. But we also see ways to negotiate, keep communication channels open, and create connections.

Tape 4. DIVERSITY AND CONFLICT MANAGEMENT. 1996. 27 min.

This is the only "how to" video of the series. It goes more deeply into conflict management and recommends a practical process called RERUN to open up communications between parents and teachers or caregivers: Reflect... Explain... Reason... Understand... Negotiate.

Tape 5. DIVERSITY, RECONCILING CONTRADICTIONS. 2000. 29 min.

Dr. Beverly Aquilar leads discussion and role-playing on the conflicts between parents' cultural practices and the U.S. child care profession's standards for developmentally appropriate practice. Asking questions about the correct age for toilet training and whether it's okay for adults to draw for children, the video recommends that we move beyond compromise to find a larger view that embraces diversity and incorporates it into the standards.

ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE.

Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1992. DVD, 36 min. + booklet.

Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.

ESSENTIAL CONNECTIONS TALKING POINTS. Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1998. DVD, 74 min. + booklet.

Supplementary video clips to help trainers structure group discussion of key topics in the video **Essential Connections: Ten Keys to Culturally Sensitive Child Care**. In the clips, Carol Brunson Phillips, Lily Wong Fillmore, and Louise Derman-Sparks broaden our point of view on many provocative and controversial topics, and caregivers do four role plays in which parents and providers from different cultures discuss specific disagreements about children's care.

PROTECTIVE URGES: WORKING WITH THE FEELINGS OF PARENTS AND CAREGIVERS.

Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1996. DVD, 27 min. + booklet.

This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. The video first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.

PROTECTIVE URGES TALKING POINTS. Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education, 1998. DVD, 33 min. + booklet.

Supplementary video clips to help trainers structure group discussion with caregivers about the video **Protective Urges: Working with the Feelings of Parents and Caregivers**. Dr. Alicia Lieberman points

out that parents who were not taken care of as children violate the expectations of those of us who were taken care of and call up feelings of visceral rage. Three caregivers discuss various situations and feelings with Dr. Lieberman in order to further understand and resolve difficult parent/caregiver relationships.

RESPECTING DIVERSITY. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 10.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. **VHS**, 27 min. + faculty guide.

Providing cross-cultural, non-sexist education for children from birth to age five. How prejudice develops and how to respect cultural differences.

START SEEING DIVERSITY: THE BASIC GUIDE TO AN ANTI-BIAS CLASSROOM. Ellen Wolpert for the Committee for Boston Public Housing. St. Paul, MN: Redleaf Press, 1999. DVD, 52 min. + guide (143 p.)

Although this is the story of the anti-bias approach evolved by a preschool in a public housing development in Boston, it is equally pertinent to school-age child care. Individual sections give concrete examples of six specific areas of bias: age, gender, sexual orientation, economic class, physical abilities and characteristics, and race and ethnicity. Recommends that we don't just contradict stereotypes as they come up, but that we use the whole program to get kids and adults to think critically about bias and to develop new understanding and the capacity to stand up for themselves and others.

THE TEN COMMANDMENTS OF COMMUNICATING WITH PEOPLE WITH DISABILITIES. By Tim Harrington. Columbus, OH: Irene M. Ward & Associates, 1994. DVD, 52 min. + guide.

Developed as a training tool for many situations in and out of the workplace, this video outlines ten keys to communicating with people with disabilities and uses humor to illustrate each one. The video has two versions of the 26-minute long program, one closed-captioned and one open-captioned.

TRIBAL NATIONS: THE STORY OF FEDERAL INDIAN LAW. Fairbanks, AK: Tanana Chiefs Conference, 2006. DVD, 62 min.

Presents the history of federal Indian law in the United States and tells how federal policies have impacted the lives of American Indian and Alaska Native people.

VALUES GO TO SCHOOL. New York: Jonathan Diamond Associates, 2006. DVD, 30 min. + guide.

K-12 educators who have made values a part of their curriculum suggest that ethical issues are inseparable from the life of the classroom and the school. Children explore ethics through such concepts as racial tolerance, non-violent conflict resolution, respect for diversity, the importance of doing work, and the value of open discourse in the school community.

WHAT WE HAVE ALWAYS KNOWN: PASSING ON OUR LEGACY: NATIVE AMERICAN CONCEPTS OF EARLY BRAIN DEVELOPMENT. Houston, TX: ChildTrauma Academy, 2003. DVD, 21 min.

This video presents key teachings of the Native American culture and the important positive impact that understanding early brain development can make on the lives of children. It reinforces learned historical practices and parenting skills passed on through Native American ancestry from generation to generation. The video speaks of the importance and need for extended families and the benefits of reweaving the social fabric in Native American culture.

See also the lists on Children with Special Needs: Inclusive Child Care; Language Development: English as a Second Language; and Children's Audiovisuals: Diversity